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ABSTRACT

This handbook contains the proceedings of a workshop designed to assist home economics educators in working with exceptional children, especially the mentally retarded. The rationale, objectives, organization, content of sessions, participant descriptions, and outcomes of the workshop are described in the introduction. The body of the handbook contains material from each of the workshops, covered under the topics of characteristics of the mentally retarded, trends in mental retardation, life-skill competencies, curriculum suggestions, and school and community resources. The appendix includes the workshop agenda, list of program presenters, the questionnaire used to attract participants, criteria for judging behavioral objectives, a model for systems approach to curriculum, and a resource list. (WL)

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

HOME ECONOMICS AND THE EXCEPTIONAL STUDENT

A HANDBOOK FOR HOME ECONOMICS TEACHERS

WORKING WITH MENTALLY RETARDED STUDENTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The workshop, "Home Economics and the Exceptional Student," was co-sponsored by the New Jersey State Department of Education, Division of Vocational Education, and Montclair State College, Department of Home Economics. Funds were made available through the Vocational Education Amendments of 1968, Part F, Consumer and Homemaking. Workshop proceedings are being printed and disseminated to assist home economics educators who are working with exceptional children in self-contained classrooms or through mainstreaming. It is hoped that these materials will stimulate the development of learning experiences and programs supportive to the competencies needed for successful home and community life.

Rosemary M. Harzmann
Director
Home Economics Education

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INTRODUCTION

RATIONALE

Since 1973, New Jersey state law has required that "all handicapped children, regardless of program will be provided the services of certified personnel in Art, Music, Physical Education, Home Economics, and Industrial Arts when such services are provided to other children in the school district."[1] The effect of this ruling has been that home economics teachers who have had no previous education or experience in working with handicapped children have been issued the challenge to include them in regular class activities. As a result, some have experienced moments of inadequacy and frustration when unable to understand or reach their special students. Doubtless, there have also been successful and rewarding experiences; however, the successes were often sporadic because, knowing so little about mental retardation, teachers were unable to plan comprehensive units with attainable goals. Progress of mentally retarded students was often difficult to recognize and appreciate because teachers were not skilled in assessing the needs of the exceptional child, nor in remediation in an educational setting.

OBJECTIVES

In an attempt to help home economics teachers working with mentally retarded students, this workshop was designed with the following objectives.

To help the home economics teachers:

1. develop greater understanding of the mentally retarded student.
2. identify appropriate home economics and consumer education concepts, objectives, and learning experiences.
3. identify and acquire skills to develop curriculum based on student needs.
4. adapt existing materials and search out new resources for use in the classroom.

ORGANIZATION

While recognizing the wide range of mental and physical handicaps found in the public school setting, the time element forced the workshop program to focus on one of the teachers' most prevalent concerns--working with and understanding the mentally retarded students.

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[1]Memorandum from Dr. Daniel Ringelheim, Deputy Assistant Commissioner of Special Education, December 15, 1972.

The workshop was divided into six three-hour sessions that were held on Wednesday afternoons from 1:30 to 4:30 p.m. The sessions were designed: (1) to provide participants with necessary background information about the field of mental retardation, and (2) to develop a brief curriculum guide to be used in the classroom as a foundation for home economics programs.

The content of the six sessions was as follows:

Session I April 9, 1975	OVERVIEW Michele Reilly, Project Coordinator ACQUIRING RESOURCES FOR PROGRAM IMPLEMENTATION Rosemary Harzmann, Director Home Economics and Consumer Education Unit Division of Vocational Education State Department of Education GETTING IN TOUCH WITH FEELINGS Ruth Rothbart, Director Psycho-Educational Center Montclair State College
Session II April 16, 1975	THE MENTALLY RETARDED: WHO ARE THEY? PHYSICAL, EMOTIONAL, SOCIAL CHARACTERISTICS Ralph Ferrara, Member of the President's Committee on Mental Retardation SHARING SPECIAL TECHNIQUES Myra Sussman, Coordinator of Cooperative Home Economics, Montgomery Pre-Vocational School Mary Shepley - Montgomery High School Carol Matuzas - Elizabeth School District
Session III April 23, 1975	A PARENT'S VIEW Film: "Kurt: A Retarded Child in the Family" PREVENTING FUTURE SHOCK Competencies, skills, and knowledges needed to cope in the world. RELATING COMPETENCIES TO HOME ECONOMICS CURRICULUM Rose Fadul, Home Economist Institute on Rehabilitative Medicine New York, New York
Session IV April 30, 1975	CURRICULUM WORKING SESSION - PACKAGING THE CURRICULUM Joan Bernstein, Teacher Educator Montclair State College

Session V May 7, 1975	CURRICULUM WORKING SESSION
Session VI May 14, 1975	SCHOOL AND COMMUNITY RESOURCES Learning Resource Center, Nutley Mrs. Lucy Gillies, Director Child Study Teams: Their Function in the School Kenneth Koehly - State Consultant in Learning Disabilities State Department of Special Education Daniel Ringelheim, Deputy Assistant Commissioner of Special Education

PARTICIPANTS

Selection

Letters introducing the possibility of a workshop were sent to 62 District Superintendents and Home Economics Supervisors in 12 northern counties of New Jersey. The districts were chosen by the number of educable and trainable students they served, as reported in their last annual report to the New Jersey State Department of Education. Several teachers whose districts were not included in the original list learned of the workshop from friends and requested information, so they too received letters and were asked to participate.

The questionnaires that accompanied the above letters were returned by 40 teachers and/or districts. These respondents were then contacted by telephone to confirm their acceptance into the workshop. A total of 24 Home Economics teachers and two student teachers attended the sessions. Although the workshop was originally designed for teachers working with educable or trainable students in a self-contained class, an interest was also shown by teachers having mixed classes of special and regular students. As a result, the workshop was altered to include this group.

Background

From questionnaires distributed during the first session, the following profile of the participants emerged:

Educational Level	Out of 16 teachers who completed the questionnaire, 12 held B.A. degrees and 4 had Master's degrees. Experience ranged from 7 months to 24 years of classroom teaching; only 2 had had training in any area of special education.
Student Characteristics	The types of special students taught included those classified as trainable, educable, slow learner, emotionally disturbed, physically handicapped, environmentally handicapped, and unclassified. The students' ages ranged from 5 to 75 years, with the majority in the 13 to 21 year age group. Teaching situations included self-contained classes, classes with mainstreamed students (special students mixed with the regular class), vocational programs, and classes for adults living in group homes.

OUTCOMES OF THE WORKSHOP

The activities and experiences of the participants in this workshop were in two domains. The interaction and sharing of ideas that took place in each session resulted in attitudinal changes that occurred as new understandings were achieved. The discovery of additional useful resources and familiarity with state policies and policy-makers in the area of special education provided impetus for the teachers to plan changes in existing curriculum. The experience of working for six weeks on a common concern proved as valuable to the teachers as the written materials they produced.

CHARACTERISTICS OF THE MENTALLY RETARDED

During the course of the six sessions, several views about who the mentally retarded are were presented, and it is these views that will be used to define mental retardation here.

Ralph Ferrara, member of the President's Committee on Mental Retardation, used the dictionary definition of retarded (slow) to point out that everyone has areas in which they are retarded, or slow, but that this does not mean one must stop functioning, only that accomplishments may take a longer time to achieve in some areas. He explained that societal attitudes play an important part in forming a definition of mental retardation, thus a person may be labeled mentally retarded when in fact he does not meet all the clinical criteria for this label. From an educational standpoint, mental retardation is often characterized by a lack of response to the usually successful methods of instruction. As an example, he described the "six-hour retarded child" who only appears retarded while in school; outside of that setting he functions quite well.

Although Mr. Ferrara does not feel that an I.Q. adequately measures the abilities of any person, he did state that of the four categories of mental retardation (profound, severe, moderate, and mild), 90% of the retarded in the United States fall into the last two groups with I.Q.'s between 50-70.

Carol Matuzas, a home economics teacher in Elizabeth, New Jersey, who works at the elementary level, pointed out that in planning curriculum, it is very important to consider the special needs and typical characteristics of a mentally retarded student. It should be remembered that although all students

have different personalities and the handicapped child is no exception, there are certain characteristics that are more likely to be seen in a mentally handicapped child.

He can become frustrated easily, for he has a lot to cope with both in the outside world and within his own limitations. Very often he cannot handle large assignments with many component parts; a large scale project may defeat him before he begins.

Many times verbal skills are poor and retarded language development is evident. Planning small projects which allow the student to feel successful in this area will reduce frustration as well as increase verbal abilities.

Most people have the need to feel comfortable in a given situation to function at their highest level. Mentally handicapped students function better in a familiar setting that includes a regular routine. The security of this structure removes one more problem that must be coped with and allows the student to work on other tasks. When a new aspect of course work is introduced, students will be most receptive to it if it can be linked to those learnings with which he is already familiar.

The need for a feeling of accomplishment and success is greater for a mentally retarded child because of feelings of rejection and inadequacy. Like all children, he too has strong needs for security and acceptance by teachers as well as peers. Because these basic needs are very often not met, the mentally retarded child may appear nervous, over-aggressive, or withdrawn, depending on the individual.

A mentally retarded student may have difficulty in making complex decisions, especially those that include abstract concepts. He has less ability to learn from experience and to foresee consequences. It is often

difficult for him to judge the intentions of others and this may cause problems in choosing appropriate social activities and friends.

The mental development of a mentally retarded child is consistently slower than that of a typical child, and he may never reach the intellectual level of society's norm. However, home economics teachers, with training focused in this area, will be able to maximize individual learning opportunities, and set realistic goals for their students based on individual needs.

TRENDS IN MENTAL RETARDATION

The current thinking in the field of mental retardation is that many of the retarded now living in state institutions have the potential to live useful lives as functioning members of our society and should be provided with this opportunity. Both Rose Fadul, Rehabilitation Home Economist, and Ralph Ferrara, member of the President's Committee on Mental Retardation, stressed that the trend today is toward "normalization" of retarded citizens--bringing them back into the community and encouraging their interaction with the rest of society.

Terms such as normalization, dignity of risk, right to choose, independence, and community alternatives "connote that retarded people have entitlements to an existence and a style of life which approximate reality as the rest of us experience it."[1]

A mentally retarded person has basically the same needs as any other individual: a place to live, a place to work, a way to get from home to work, something to do in leisure time and a friend to go to for affection and advice. The difference is that his intellectual impairment may make it more difficult for him to achieve these goals.[2] Many mentally retarded adults should experience adulthood--to grow up and leave home to start lives of their own--and experience life's normal routine which includes work and leisure activities with many different types of people.[3]

There are several community residential programs that offer alternative living arrangements to retarded individuals which differ according to the individual's ability to cope with independent living and the acceptance of the community in which the program is located.

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[1] New Neighbors, p. XI.
[2] Ralph Ferrara
[3] Rose Fadul

One option is a group home or boarding home that provides maximum supervision and assistance to the retarded residents. An apartment or house shared by a group of retarded adults with a set of parents in resident is another possibility for those needing less supervision. Many of the mentally retarded, if provided with the prerequisite independent living skills, can share an apartment by themselves and need no supervision to function adequately.

How is the trend toward normalization affecting home economics teachers in public schools? One result has been that many mentally retarded students have been "mainstreamed" into the regular home economics classes so they have the opportunity to interact with all types of students. Previously they had not been allowed to deal with their environment--special institution settings protected them from the real world. Now they are expected to cope with everyday problems both in the classroom and out. Home economics teachers are in a unique position to help the mentally retarded student, because as home economists they are trained to deal with people's relationships to each other and to the environment.

LIFE SKILL COMPETENCIES

Since the ultimate goal advocated by the President's Committee on Mental Retardation is INDEPENDENCE for mentally retarded persons, the life skill competencies that allow a person to be independent must be defined and examined if teachers are to develop appropriate curriculum.

The competencies identified by the workshop participants are very similar to those delineated by the President's Committee and are listed below:

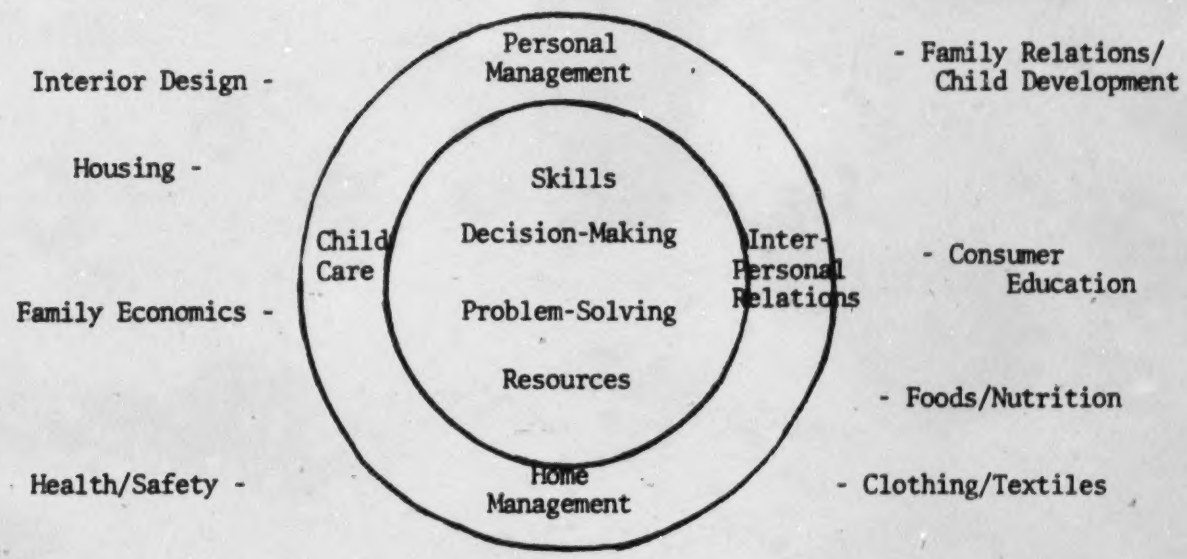
An independent person is able to:

- enter into successful relationships with others and have the opportunity to share feelings and ideas with friends.
- choose and purchase personal clothing and make decisions about appropriate size, color, style, and cost.
- use available public transportation.
- participate in a variety of leisure activities, including physical activities and sports.
- find and use recreational opportunities in the community.
- plan and take vacations.
- know who and where to call for assistance when needed.
- arrange for medical and dental checkups as necessary and provide for personal medication.
- manage a home and raise children successfully.
- work competitively with others in a factory, office, or other work environment.
- earn at least a minimum self-supporting wage.

- pay federal, state and local taxes.
- exercise basic human rights, including the right to vote.

After the competencies had been identified, the participants divided them into four groups encompassing the various subject matter areas in home economics: Personal development, Interpersonal relationships, Home management, and Child care.

The following model illustrates the relationship between life-skill competencies and home economics subject areas. In each of the four competency groups, an individual needs to use his resources, skills, decision-making and problem solving abilities to manage a life successfully. From this model, it is evident that life situations involving every area of home economics are likely to arise in each of the four competency groups.



The changes affected by normalization and mainstreaming will present many new social situations to mentally retarded adolescents and adults. They will probably be hampered by past experiences that may have limited their personal growth; many will be unable to handle money, prepare food, or care for

personal needs because opportunities to develop these basic skills have not been available. In home economics classes, these students can benefit greatly from lessons designed to develop and enhance basic life skills.

CURRICULUM SUGGESTIONS

Joan Bernstein, a teacher-educator at Montclair State College, introduced the Systems Approach to planning curriculum as a new way to integrate student needs, home economics subject matter, and current social issues.

To use this approach, the teacher needs to look at the student's whole environment--not only his family and school, but his interrelationships with other teachers and friends, his interaction with school administration and his community, and even the government education policies that affect him. In other words, a student should be viewed in relation to all the forces that influence and determine his life pattern.

Because success is such a powerful motivator, teachers must also use knowledge of previous results to provide more success experiences for their students. Careful planning of these experiences can build in a success component while minimizing the risks involved when students are allowed to act independently.

As an aid to using the Systems Approach, a model was distributed which explained three aspects to be developed by the participants: the condition, the necessary input, and the desired outcome. (See Appendix) The criteria for judging behavioral objectives were also reviewed as a base for further curriculum work. (See Appendix)

Each of the four competency groups was assigned to a group of teachers who set their own priorities for topic development within the assigned competency area.

The curriculum suggestions listed below are not meant to be all-inclusive, but rather to provide a base for further development and adaptation by individual teachers in their specific settings.

Examples of the Systems Approach to curriculum development in each of the competency groups follow.

PERSONAL MANAGEMENT

Personal management is defined as those areas that the individual must master to live independently. They include the ability to:

1. plan and prepare simple meals meeting personal nutritional needs
2. manage time and make decisions
3. understand the handling of money, including paychecks and banking procedures
4. use public transportation
5. secure employment and keep a job
6. maintain personal health and grooming
7. choose appropriate leisure time activities
8. understand one's own sexuality
9. shop for personal items

The participating teachers felt that it was important to keep in mind that many retarded students need to learn basic information in an area that is usually taken for granted in a regular classroom. For example, when planning a discussion of money management (wise use of money, concepts of earning and saving money), the teacher needs first to assess the students' understanding of the currency itself.

Since a basic understanding of currency exchange is crucial to other competencies in personal management, such as use of public transportation and shopping for personal items, curriculum suggestions for this area are included in the following page.

I. Concept: Currency Exchange

Condition (What societal or environmental factors exist to provide justification or motivation for teaching living skills to the exceptional student?)

Retarded individuals living independently or semi-independently will need to understand the use of money.

Desired Outcomes (What are the desired behaviors the learner should be able to demonstrate after involvement in the learning activity?)

(1) The learner will know the different kinds of currency and the value of each.

(2) He will understand how each kind of currency can be interchanged.

(3) He will be able to pay for an item, making sure he receives the correct change in return.

Input (What activities, opportunities and experiences can be provided within the school that will lead to the development of desired life skills?)

(1) "Money Bee" - Students participate in a game which involves identifying currency by size, shape, color and value.

(2) Students practice converting a larger piece of currency to smaller parts and vice-versa.

(3) Students practice simple arithmetic problems in addition and subtraction, using objects in the classroom as illustrations.

(4) Role-Playing - Students role-play cashier and customer, using proper currency to pay for an item and making correct change (See Buchan, L. Gerald, Role-Playing and the Educable Mentally Retarded, in teacher resource list).

II. Concept: Leisure Activities

Conditions - Retarded individuals living in group homes have the opportunity to select leisure time activities and to participate in them with the rest of society.

Desired Outcomes -

(1) The learner will be able to identify community resources available for recreational purposes.

(2) He will be able to choose those that are appropriate for his needs and capabilities.

(3) He will know how to utilize the community resources to engage in his chosen activities.

(4) He will be able to choose appropriate clothing for an activity.

Input -

(1) Brainstorming session - Have students think of all the activities they enjoy. Try to find pictures of these in magazines. Then talk about school or community programs that include them.

(2) Field trips to a variety of community recreation programs (e.g. recreation centers, dances, athletic events, school programs, cultural activities).

(3) Class discussion about making arrangements for a leisure activity. Assign students to plan and carry through a leisure activity.

(4) Game - Students choose clothing items from a box and identify an activity for which the apparel would be appropriate.

III. Concept: Public Transportation

Condition - Retarded individuals in community residences will need to travel independently to places of employment.

Desired Outcomes -

(1) Learner will be able to identify various modes of public transportation in the community.

(2) He will determine the best one for his particular situation.

(3) He will be able to use at least one form of public transportation independently.

Input -

(1) Brainstorming session - Students identify all types of public transportation they are familiar with.

(2) Students investigate bus routes to nearby shopping centers, sports arenas, vacation spots, their school, and parents' place of employment.

(3) Discussion of how to board busses and pay fare; how and when to talk to driver; how to identify bus stops; how to stop the bus and depart.

(4) Role play - Students role-play a bus trip.

(5) Field trips - Students use one or more forms of public transportation, each paying his fare independently.

INTERPERSONAL RELATIONSHIPS

Relationship competencies are those related to interaction with other people. They include the ability to:

- communicate with other people in person, on the telephone, and by letter.
- understand dating and appropriate behavior on dates.
- understand basic human sexuality.
- understand and control emotions.
- cooperate with other people at home and at work.

I. Concept: Dating

Condition - Retarded individuals will date and form relationships.

Desired Outcomes -

(1) The learner will understand the reasons for dating.

(2) He will know the appropriate behavior on a date.

(3) He will be able to ask for and accept or reject a date.

Input -

(1) Students discuss boy-girl relationships and reasons for dating.

(2) Students role play several dating situations and explore various reactions.

(3) Using puppets, students ask each other for dates and practice appropriate responses.

(4) Teacher shares examples of the various ways people get together: arranged, computer, blind dates, etc., and gives mock demonstrations of how they are carried out.

II. Concept: Use of the telephone

Condition - Retarded persons living independently will need to know how to use the telephone in case of emergency or for personal communication.

Desired Outcomes -

(1) The learner will understand the basic principle of telephone communication.

(2) He will demonstrate the use of the telephone and the telephone directory.

(3) He will demonstrate the proper procedure for answering the telephone at home and at work.

Input -

(1) Using visual aids, the teacher or telephone company representative will explain how a telephone works.

(2) Use mock telephones to teach students about the different types of dials, how to speak into the telephone and disconnecting the line by hanging up.

(3) Mini-drama - Present students with simulated emergencies that need police, fire departments, ambulance and have them dial the correct numbers.

(4) Have students look up friends' numbers in a telephone directory.

(5) Role-play - Students role-play answering telephone at home and at work, asking to speak to someone, and taking messages for others.

III. Concept: Cooperation

Condition - Retarded individuals will need to be gainfully employed to be independent.

Desired Outcomes -

(1) The learner will understand the roles and responsibilities of employer and employee.

(2) He will be able to identify cooperative behavior.

(3) He will be able to control his emotions in interactions on the job.

Input -

(1) Discuss relationship between employer and employee and common expectations of each.

(2) Role-play - Students demonstrate cooperative behavior and uncooperative behavior and discuss the merits of each.

(3) Puppet show - Students show various ways of handling emotions in different situations.

HOME MANAGEMENT

The area of home management includes those skills needed to live in situations requiring the consideration of other people's needs and desires in addition to one's own. They include the ability to:

- make decisions cooperatively
- manage a home successfully
- plan comprehensive budgets
- carry out safety procedures in the home
- plan and prepare simple meals that meet a family's nutritional needs
- shop for a group of people
- maintain clean and sanitary clothing for a family

I. Concept: Safety

Condition - Retarded individuals living independently will be responsible for the safety of the household.

Desired Outcomes -

(1) The learner will understand the importance of safety procedures in the home.

(2) He will know the community resources available to assist in an emergency.

(3) He will demonstrate certain safety procedures and practice them at home.

Input -

(1) Class discussion on safety procedures - Proper storage of poisons, cleaning aids and medicines; locking doors and windows; leaving lights on at night.

(2) Discuss community resources (fire, police, ambulance) and list phone numbers on an emergency card that students can bring home.

(3) Guest speakers - Invite a representative from fire or police departments or the ambulance corps to speak to the class.

(4) Brainstorm - Present hypothetical emergency situations and ask students to respond. "What would you do if...the lights went out? Power went off?" etc.

(5) Role-play for house security - Students check door, windows, telephone, lights.

(6) Discuss reasons and procedures for school fire drills.

II. Concept: Shopping for a family

Condition - Retarded individuals living in a family situation will be shopping for several people.

Desired Outcomes -

(1) The learner will understand the importance of considering others' needs and desires when purchasing items for the home.

(2) He will be able to make a shopping list that is within a prescribed budget.

(3) He will be able to go to a store and gather the items on the shopping list accurately.

(4) He will be able to check out the items and pay for them.

Input -

(1) Discussion of class members' likes and dislikes in several areas (e.g. color, music, clothing, food) and other ways that people are different.

(2) Using a weekly menu, students prepare a list of items to buy after they have checked for items on-hand in the kitchen.

(3) Students determine approximate cost of the items on their list and compare it to a budgeted amount.

(4) Role-play a supermarket situation.

(5) Field trips to a supermarket, discount store, small clothing store.

(6) Assign students to shop for a certain number of items.

III. Concept: Care of clothing

Condition - Persons living in family situations need to know how to care for a variety of clothes.

Desired Outcomes -

(1) The learner will understand the reasons for sorting laundry.

(2) He will identify clothing and household items according to laundry category.

(3) He will select laundry detergents suitable to water temperature and fabric.

(4) He will demonstrate the proper procedure for home laundering.

Input -

(1) Film by Procter and Gamble, "Focus on Family Wash."

(2) Demonstrations - Place item of clothing that bleeds in water with a white item; show permanent press blouse laundered in hot water and one laundered in warm water; illustrate the effects of hot water and friction on a woolen item.

(3) Activity - Students sort a typical family wash.

(4) Filmstrip by Procter and Gamble, "Washday Wonders."

(5) Demonstration - Show the variety of detergents and soaps available; show their ability to dissolve in a variety of water temperatures; demonstrate the use of a washing machine.

(6) Using the washing machine, students will wash a load of laundry after sorting and selecting proper temperatures and detergents.

CHILD CARE

The competencies necessary in child care include the skills and understandings needed to provide adequate care for one's own or others' children. They include the ability to:

- identify and meet the needs of a newborn child.
- understand that although there are general guidelines, all children are different.
- understand the importance of play in a child's life.
- identify appropriate clothing for children.
- understand and demonstrate safety procedures used with young children.
- identify characteristics of a good baby sitter.

I. Concept: Care of an infant

Condition - Many retarded individuals are raising families of their own.

Desired Outcomes -

(1) The learner will be able to identify the needs of an infant.

(2) He will know the different methods of feeding an infant.

(3) He will understand the differences between demand feeding and schedule feeding.

Input -

(1) Students use magazines to find pictures of infants. Follow with a discussion of infant's need for security, sleep, food, etc.

(2) Show a variety of baby bottles on the market and demonstrate how to prepare formula.

(3) Students practice making formula in the kitchens.

(4) Guest speaker - Invite a breastfeeding mother or member of La Leche League to discuss breastfeeding with the students.

(5) After discussion about demand feeding and schedule feeding, the students use puppets to demonstrate understanding of the differences.

II. Concept: The importance of play

Condition - Retarded individuals are raising their own children and caring for others' children.

Desired Outcomes -

(1) The learner will understand the functions of play in a child's life.

(2) He will identify appropriate activities for children of various ages.

(3) He will be able to recognize safe and unsafe toys.

(4) He will be able to use objects available at home as children's playthings.

Input -

(1) Class observation of a preschool play group followed by discussion of the way a child develops.

(2) Discussion of activities engaged in by children the students have observed at home or in the neighborhood.

(3) Game - Using cards with pictures or activities, students match them with the correct age group.

(4) Bring in a variety of children's toys that include safe and unsafe features. Ask the students to try to find the unsafe features. Discuss why they could be harmful for young children.

(5) Students make playdough from ingredients in the kitchen.

(6) Treasure hunt - Students are assigned to devise five appropriate activities using utensils found in the laboratories.

III. Concept: Children's clothings

Condition - Retarded parents will need to choose clothing for their children.

Desired Outcomes -

(1) The learner will understand the need for different types of children's clothing.

(2) He will demonstrate how to change a child's clothing.

(3) He will identify good features of a child's clothing.

Input -

(1) Invite mothers with children of different ages to class to explain the use of different types of clothing, e.g., diapers, rubber pants, sleeping sacks.

(2) Students find pictures of children in magazines engaging in different activities. Discuss the different clothing required for each activity.

(3) Demonstrate correct way to dress and undress an infant and a toddler.

(4) Students practice dressing small doll and larger, life-size doll.

(5) Using a variety of children's apparel, the teacher points out features that make them appropriate for different ages (snaps in the crotch, large buttons for toddlers, adjustable straps, stretch material).

(6) Grab Bag - Students pull a piece of clothing from a bag and identify its good and bad features.

SCHOOL AND COMMUNITY RESOURCES

There are many resources available to the home economics teacher who works with mentally retarded students. In this workshop only a select number of community resources could be explored in depth. These were the Learning Resource Center, the Child Study Team, and the State Department of Special Education.

LEARNING RESOURCE CENTER

Lucy Gillies, Director of the Learning Resource Center in Nutley, explained the history and function of the center.

As of September 1974, a network of regional centers and national offices which are to assist the handicapped child to achieve an appropriate education was implemented by the USOE - Bureau of Education for the Handicapped, under Public Law 91-230.

There are thirteen regions serving the fifty states. A Regional Resource Center and an Area Learning Resource Center have been established in each region to assist states in delivering intrastate educational services for handicapped children.

The Northeast Learning Resource System, Region 9, is administered by the Branch of Special Education and Pupil Personnel Services, New Jersey State Department of Education. The System is supported by a contract awarded to the State Department of Education by the Bureau of Education for the Handicapped, United States Office of Education.

The Northeast Learning Resource System consists of two regional centers, the Northeast Area Learning Resource Center (ALRC) and the Northeast Regional Resource Center (RRC).

The Northeast Area Learning Resource Center is one of thirteen regional centers in a national network. The Northeast ALRC serves Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont.

The services of the Center are in two primary areas: (1) To assist each state in developing a state-wide capacity in regards to instructional materials and media-supported education for the handicapped learner; and (2) To assist pre and in-service higher education facilities to increase the competence of educators and parents of the handicapped in the selection and use of instructional materials.

Teachers or parents of handicapped children have direct access to media and materials through their state's local or regional Learning Resource Center. It is Northeast ALRC's objective to facilitate access to these resources by working with each state to develop a network of materials service centers.

The Northeast Regional Resource Center is the complement of Northeast ALRC. Like Northeast ALRC, it is part of a thirteen regional national network and serves the varied needs of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont. Northeast RRC functions in developing each state's capacity to meet the educational evaluation and program prescription needs of handicapped children.

The Northeast RRC assists states to develop educational appraisal models and to improve existing models. The Center provides diagnostic services for selected referred children; consults in developing long, short and immediate range program prescriptions for referred children; provides seminars in conjunction with State Education Agencies relative to appraisal and programming.

The Northeast Learning Resource System is designed to deliver appraisal and programming services to handicapped learners, and to support these services with appropriate materials, techniques, and instructional programs.

CHILD STUDY TEAM

Kenneth Koehly, a State Consultant in Learning Disabilities, provided the group with information about how to use the Child Study Team as a resource in teaching situations.

He stated that the Beadleston Act, basis of legislation for handicapped students, provides that every school district shall identify, classify, and provide programs for handicapped children and shall have the services of a Child Study Team. These services can be part-time, per case, or provided full-time to a district.

The Child Study Team provides the services of a psychologist, who assesses psychological needs, a learning disability consultant who determines educational weaknesses, and a social worker who evaluates the development and family history of a child. This information is then put on file to assist classroom teachers in working with special students.

STATE DEPARTMENT OF SPECIAL EDUCATION

Dr. Daniel Ringelheim, Deputy Assistant Commissioner of Special Education for the State of New Jersey, described the role of the Office of Special Education in assisting teachers who work with handicapped students. Services available include Child Study Teams, in-service workshops coordinated with various educational areas, and consultant expertise regarding laws that pertain to handicapped students.

OTHER RESOURCES

A partial listing of other resources that may be helpful to teachers is given below.

New Jersey Department of Special Education

New Jersey Department of Vocational Education - Home Economics and Consumer Education Unit

National Association of Retired Citizens

New Jersey Department of Mental Retardation

Professional journals such as Journal of Home Economics, NEA Journal

The President's Committee on Mental Retardation

Special Education teachers in schools and districts

Local PTA committees (e.g., Montclair PTA's Exceptional Child Committee)

Accreditation Council for Facilities for the Mentally Retarded, Suite 2201, 875 North Michigan Avenue, Chicago, Illinois 60611

American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

American Psychological Association, 1200 - 17th Street, N.W., Washington, D.C. 20036

Center for Law and Social Policy, Mental Health Law Project, 1751 N Street, N.W., Washington, D.C. 20036

Council for Exceptional Children, 1920 Association Drive, Preston, Virginia 22091

Health Insurance Association of America, Information and Research Division, 750 Third Avenue, New York, New York 10017

National Association for Mental Health, 1800 North Kent Street, Arlington, Virginia 22209

National Center on Law and the Handicapped, 1235 North Eddy Street, South Bend, Indiana 46617

President's Committee on Mental Retardation Regional Office Building #3, 7th and D Streets, S.W., Washington, D.C. 20201

Senate Subcommittee on the Handicapped, Committee on Labor and Public Welfare, New Senate Office Building, Room 4232, Washington, D.C. 20510

United Cerebral Palsy Association, Inc., 66 East 34th Street, New York, New York 10016

United States Department of Health, Education, and Welfare, Office of Child Development, Education for Parenthood, P.O. Box 1182, Washington, D.C. 20201

United States Department of Health, Education, and Welfare, Office of Mental Retardation Coordination, Washington, D.C. 20201

United States Department of Justice, Civil Rights Division, Office of Institutions and Facilities, Washington, D.C. 20201

APPENDIX

MONTCLAIR STATE COLLEGE
DEPARTMENT OF HOME ECONOMICS

WORKSHOP - HOME ECONOMICS FOR THE EXCEPTIONAL STUDENT

Session I April 9, 1975	OVERVIEW Michele Reilly, Project Coordinator
	ACQUIRING RESOURCES FOR PROGRAM IMPLEMENTATION Rosemary Harzmann, Director Home Economics and Consumer Education Unit Division of Vocational Education State Department of Education
	GETTING IN TOUCH WITH FEELINGS Ruth Rothbart, Director Psycho-Educational Center Montclair State College
Session II April 16, 1975	THE MENTALLY RETARDED: WHO ARE THEY? PHYSICAL, EMOTIONAL, SOCIAL CHARACTERISTICS Ralph Ferrara, Member of the President's Committee on Mental Retardation
	SHARING SPECIAL TECHNIQUES Myra Sussman, Coordinator of Cooperative Home Economics, Montgomery Pre-Vocational School Mary Shepley - Montgomery High School Carol Matuzas - Elizabeth School District
Session III April 23, 1975	A PARENT'S VIEW Film: "Kurt: A Retarded Child in the Family"
	PREVENTING FUTURE SHOCK Competencies, skills, and knowledge needed to cope in the world
	RELATING COMPETENCIES TO HOME ECONOMICS CURRICULUM Rose Fadul, Home Economist Institute of Rehabilitative Medicine New York, New York
Session IV April 30, 1975	CURRICULUM WORKING SESSION - PACKAGING THE CURRICULUM Joan Bernstein, Teacher Education Montclair State College
Session V May 7, 1975	CURRICULUM WORKING SESSION

Session VI
May 14, 1975

SCHOOL AND COMMUNITY RESOURCES
Learning Resource Center, Nutley
Mrs. Lucy Gillies, Director
Child Study Teams: Their Functions in the School
Kenneth Koehly, State Consultant in Learning Disabilities
State Department of Special Education
Daniel Ringelheim, Deputy Assistant Commissioner of Education

PRESENTERS

Joan Bernstein, Teacher Educator, Department of Home Economics, Montclair State College, Upper Montclair, New Jersey

Rose Fadul, Home Economist, Institute of Rehabilitation Medicine, N.Y.U. Medical Center, New York, New York

Ralph Ferrara, Member of the President's Committee on Mental Retardation

Lucy Gillies, Director of Learning Resource Center, Nutley, New Jersey

Rosemary Harzmann, Director of Home Economics and Consumer Education Unit, New Jersey State Department of Education, Trenton, New Jersey

Kenneth Koehly, State Consultant in Learning Disabilities, Millburn, New Jersey

Carol Matuzas, Home Economics Teacher, Elizabeth, New Jersey School District

Daniel Ringelheim, Deputy Assistant Commissioner of Special Education, Trenton, New Jersey

Ruth Rothbart, Director of the Psycho-Educational Center, Montclair State College

Mary Shepley, Home Economics Teacher, Montgomery Township High School, Skillman, New Jersey

Myra Sussman, Coordinator of Cooperative Home Economics, Montgomery Pre-Vocational School, Newark, New Jersey

QUESTIONNAIRE

WORKSHOP - HOME ECONOMICS FOR THE EXCEPTIONAL STUDENT

April 9, 1975 - May 14, 1975

NAME _____

HOME ADDRESS _____

_____ TELEPHONE _____

SCHOOL NAME AND ADDRESS _____

_____

EDUCATION BACKGROUND: SCHOOL MAJOR AREA DEGREE YEAR

UNDERGRADUATE DEGREE:

GRADUATE DEGREE:

OTHER ADVANCED STUDY:

1. HAVE YOU HAD SPECIAL TRAINING IN WORKING WITH SPECIAL OR MENTALLY RETARDED STUDENTS? YES____ NO____

   WHAT TYPE OF TRAINING?

2. HOW LONG HAVE YOU BEEN TEACHING?

   HOW LONG HAVE YOU BEEN TEACHING SPECIAL STUDENTS?

3. ARE SPECIAL STUDENTS MAINSTREAMED INTO YOUR REGULAR HOME ECONOMICS CLASS? YES____ NO____

   DO YOU THINK THAT A MENTALLY RETARDED STUDENT SHOULD BE MAINSTREAMED? WHY?

4. DO YOU NOW TEACH OR HAVE YOU EVER TAUGHT A SELF-CONTAINED CLASS FOR SPECIAL STUDENTS? YES____ NO____

   DO YOU PREFER TO HAVE SPECIAL STUDENTS IN A SPECIAL CLASS? WHY?

5. WHAT IS YOUR PROCEDURE FOR TEACHING SPECIAL STUDENTS WHO ARE MAINSTREAMED?

6. PLEASE REACT TO YOUR EXPERIENCE IN USING THE FOLLOWING TECHNIQUES WITH SPECIAL STUDENTS:

   (a) LEARNING PACKETS

   (b) SPECIAL PROJECTS (GIVE EXAMPLES)

   (c) CRAFTS

   (d) SAME PROJECT AS THE REST OF THE CLASS

   (e) ADVANCED STUDENTS ASSISTING SPECIAL STUDENTS

   (f) OTHERS

7. EXPERIENCES WITH SPECIAL STUDENTS:

   SPECIAL PROBLEMS ENCOUNTERED:

   KINDS OF FRUSTRATIONS:

   REWARDING EXPERIENCES

8. WHAT DO YOU HOPE TO GAIN FROM THIS WORKSHOP?

9. DO YOU FEEL A NEED FOR MORE KNOWLEDGE IN THE AREA OF SPECIAL EDUCATION?

10. WHAT ESPECIALLY WOULD YOU LIKE TO KNOW ABOUT MENTALLY RETARDED STUDENTS?

11. HOW WELL DO YOU THINK A RETARDED CHILD FITS INTO THE NORMAL CLASSROOM?

12. DO YOU FEEL RETARDED ADULTS CAN BE MAINSTREAMED INTO SOCIETY? WHY?

13. WHAT DO YOU THINK OF WHEN YOU SEE A MENTALLY RETARDED CHILD?

    A MENTALLY RETARDED ADULT?

14. HOW DO YOU DEAL WITH A RETARDED PERSON WHO KNOWS HE IS RETARDED?

15. IF A CHILD CONTINUALLY SAYS "I'M STUPID" AND YOU KNOW HE'S RETARDED, HOW DO YOU HANDLE IT?

16. DO YOU FEEL YOU HAVE SOMETHING USEFUL TO OFFER TO THESE STUDENTS? WHAT?

CRITERIA FOR JUDGING BEHAVIORAL OBJECTIVES

FIRST, identify the terminal behavior by name; you can specify the kind of behavior that will be accepted as evidence the learner has achieved the objective.

SECOND, try to define the desired behavior further by describing the important conditions under which the behavior will be expected to occur.

THIRD, specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

THE KEY QUESTION -- What is the learner DOING when he demonstrates that he has achieved the objective?

SYSTEMS APPROACH TO CURRICULUM DEVELOPMENT

Workshop: Packaging the Curriculum

Home Economics for the Exceptional Student

CONDITION	INPUT	OUTCOME
What societal or environmental factors exist to provide justification or motivation for teaching living skills to the exceptional student?	What activities, opportunities and experiences can be provided within the school which will lead to the development of life skills in the learner?	What are the desired behaviors you would like your learner to be able to demonstrate after the time your influence over him ends?

RESOURCE LIST

FOR TEACHER USE

The President's Committee on Mental Retardation. Silent Minority. Washington, D.C. 20201. DHEW Publication No. (OHD) 74-21002

The President's Committee on Mental Retardation. MR 73/ The Goal is Freedom. Washington, D.C. 20201. DHEW Publication No. (OHD) 74-21001

The President's Committee on Mental Retardation. New Neighbors - The Retarded Citizen in Quest of a Home. 1974, Washington, D.C. 20201. DHEW Publication No. (OHD) 74-21004

Atwood, Glenna. "Independent Living." Illinois Teacher, Vol. XVIII, No. 1, September/October, 1974.

Langdon, Katie. "The Homeliving Classroom (for the mentally retarded)." Illinois Teacher. Vol. XVIII, No. 3.

Buchan, L. Gerald. Roleplaying and the Educable Mentally Retarded. Belmont, California Lean Siegle, Inc. / Fearon Publishers. 1972.

J. C. Penny Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.

KURT - A RETARDED CHILD IN THE FAMILY - (Film) Polymorph Films, Inc., 331 Newbury Street, Boston, Massachusetts 02115.

FOR STUDENT USE

AVON PRODUCTS, INC., 30 Rockefeller Plaza, New York, New York 10020, resource materials.

JOHNSON & JOHNSON - Baby Care Program, Instructional Materials Laboratory, Inc., 200 Madison Avenue, New York, New York.

FOLLETTE PUBLISHING COMPANY, c/o Roger Fary, Box 487, Rd. 1, Newton, New Jersey 07860. Accent on Personality Series.

GENERAL FOODS, White Plains, New York, Meal Planning and Food for You and Your Family.

KIMBERLY CLARK CORPORATION, Neehah, Wisconsin 54956, menstruation booklets.

National Committee for Education in Family Finance, Madison Avenue, New York, money and consumer booklets.

National Dairy Council, c/o Miss Jeanne Connors, 172 Halsted Avenue, East Orange, New Jersey, order filled to fit needs.

TAMPAX, INC., 161 East 42nd Street, New York, Accent On You plus portfolio on menstruation.

CHANNING L. BETE COMPANY, INC., 45 Federal Street, Greenfield, Massachusetts. Baby Sitting, Child Safety.

HOUSEHOLD FINANCE CORPORATION, Prudential Plaza, Chicago, Illinois, Money Management booklets.

SCIENCE RESEARCH ASSOCIATES, INC., 259 East Erie Street, Chicago, Illinois 60611. Values, Marriage and You, Personality and Job.

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